

Brook Glenn Elementary

2003 East Lee Road
Taylors, South Carolina 29687

Grades	K-5 Elementary School	
Enrollment	463 Students	
Principal	Bernice M. Jackson	864-355-4700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	34	53	3	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Good	Below Average	Yes
2005	Good	Average	Yes
2006	Average	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

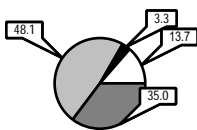
PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

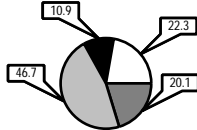
97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

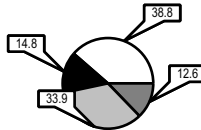
English/Language Arts



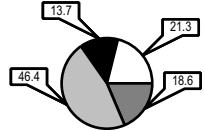
Mathematics



Science

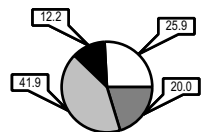
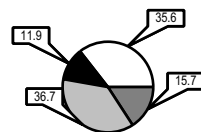
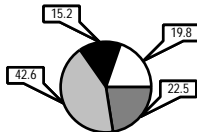
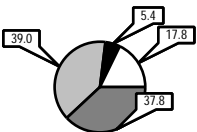


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	200	99.5	13.7	48.1	35.0	3.3	53.0	Yes	Yes
Gender									
Male	113	100.0	13.7	54.9	30.4	1.0	48.0	N/A	N/A
Female	87	98.9	13.6	39.5	40.7	6.2	59.3	N/A	N/A
Racial/Ethnic Group									
White	93	100.0	7.0	43.0	46.5	3.5	61.6	Yes	Yes
African American	74	100.0	24.2	57.6	13.6	4.5	31.8	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	96.2	8.3	41.7	50.0	0.0	75.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	167	99.4	8.7	48.7	39.3	3.3	60.7	N/A	N/A
Disabled	33	100.0	36.4	45.5	15.2	3.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	99.5	13.7	48.1	35.0	3.3	53.0	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	17.6	52.9	29.4	0.0	58.8	I/S	I/S
Non-Limited English Proficient	182	99.5	13.3	47.6	35.5	3.6	52.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	93	100.0	20.0	53.8	25.0	1.3	40.0	Yes	Yes
Full-pay meals	107	99.1	8.7	43.7	42.7	4.9	63.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	200	100.0	21.9	47.0	20.2	10.9	45.9	Yes	Yes
Gender									
Male	113	100.0	19.6	44.1	23.5	12.7	51.0	N/A	N/A
Female	87	100.0	24.7	50.6	16.0	8.6	39.5	N/A	N/A
Racial/Ethnic Group									
White	93	100.0	8.1	44.2	27.9	19.8	58.1	Yes	Yes
African American	74	100.0	40.9	48.5	9.1	1.5	27.3	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	25.0	45.8	25.0	4.2	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	167	100.0	18.0	47.3	22.7	12.0	52.7	N/A	N/A
Disabled	33	100.0	39.4	45.5	9.1	6.1	15.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	100.0	21.9	47.0	20.2	10.9	45.9	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	29.4	52.9	17.6	0.0	35.3	I/S	I/S
Non-Limited English Proficient	182	100.0	21.1	46.4	20.5	12.0	47.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	93	100.0	33.8	50.0	12.5	3.8	33.8	Yes	Yes
Full-pay meals	107	100.0	12.6	44.7	26.2	16.5	55.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	200	99.5	38.8	33.9	12.6	14.8	27.3
Gender							
Male	113	100.0	35.3	31.4	16.7	16.7	33.3
Female	87	98.9	43.2	37.0	7.4	12.3	19.8
Racial/Ethnic Group							
White	93	100.0	20.9	37.2	16.3	25.6	41.9
African American	74	100.0	62.1	24.2	10.6	3.0	13.6
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	96.2	37.5	45.8	4.2	12.5	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	167	99.4	34.7	35.3	13.3	16.7	30.0
Disabled	33	100.0	57.6	27.3	9.1	6.1	15.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	99.5	38.8	33.9	12.6	14.8	27.3
English Proficiency							
Limited English Proficient	18	100.0	47.1	41.2	5.9	5.9	11.8
Non-Limited English Proficient	182	99.5	38.0	33.1	13.3	15.7	28.9
Socio-Economic Status							
Subsidized meals	93	100.0	58.8	23.8	8.8	8.8	17.5
Full-pay meals	107	99.1	23.3	41.7	15.5	19.4	35.0

Social Studies							
All Students	200	99.5	21.3	46.4	18.6	13.7	32.2
Gender							
Male	113	100.0	21.6	41.2	21.6	15.7	37.3
Female	87	98.9	21.0	53.1	14.8	11.1	25.9
Racial/Ethnic Group							
White	93	100.0	16.3	43.0	15.1	25.6	40.7
African American	74	100.0	34.8	43.9	19.7	1.5	21.2
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	96.2	8.3	62.5	20.8	8.3	29.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	167	99.4	17.3	46.7	20.7	15.3	36.0
Disabled	33	100.0	39.4	45.5	9.1	6.1	15.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	99.5	21.3	46.4	18.6	13.7	32.2
English Proficiency							
Limited English Proficient	18	100.0	5.9	82.4	5.9	5.9	11.8
Non-Limited English Proficient	182	99.5	22.9	42.8	19.9	14.5	34.3
Socio-Economic Status							
Subsidized meals	93	100.0	27.5	48.8	20.0	3.8	23.8
Full-pay meals	107	99.1	16.5	44.7	17.5	21.4	38.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	69	98.6	12.7	44.4	39.7	3.2	42.9
	4	68	100.0	19.7	41.0	34.4	4.9	39.3
	5	82	100.0	7.7	44.9	39.7	7.7	47.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	98.4	3.7	38.9	50.0	7.4	57.4
	4	70	100.0	16.7	56.1	27.3	0.0	27.3
	5	67	100.0	19.0	47.6	30.2	3.2	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	69	100.0	12.5	56.3	26.6	4.7	31.3
	4	68	100.0	23.0	50.8	18.0	8.2	26.2
	5	82	100.0	6.4	26.9	35.9	30.8	66.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	20.4	51.9	25.9	1.9	27.8
	4	70	100.0	25.8	45.5	16.7	12.1	28.8
	5	67	100.0	19.0	44.4	19.0	17.5	36.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	69	100.0	29.7	51.6	15.6	3.1	18.8
	4	68	100.0	34.4	45.9	9.8	9.8	19.7
	5	82	100.0	11.5	39.7	28.2	20.5	48.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	98.4	46.3	38.9	9.3	5.6	14.8
	4	70	100.0	36.4	28.8	18.2	16.7	34.8
	5	67	100.0	34.9	34.9	9.5	20.6	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	69	100.0	10.9	53.1	26.6	9.4	35.9
	4	68	100.0	13.1	52.5	21.3	13.1	34.4
	5	82	100.0	10.3	37.2	29.5	23.1	52.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	98.4	22.2	51.9	16.7	9.3	25.9
	4	70	100.0	24.2	39.4	22.7	13.6	36.4
	5	67	100.0	17.5	49.2	15.9	17.5	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 463)				
First graders who attended full-day kindergarten	100.0%	Up from 98.8%	100.0%	100.0%
Retention rate	4.6%	Up from 3.1%	2.7%	2.8%
Attendance rate	96.9%	Up from 96.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	14.4%	Down from 18.3%	12.0%	10.4%
On academic plans	39.9%	N/AV	34.1%	33.6%
On academic probation	31.3%	N/AV	1.5%	1.0%
With disabilities other than speech	9.0%	Up from 8.2%	8.1%	7.5%
Older than usual for grade	2.0%	Up from 0.9%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	56.7%	Up from 55.6%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 89.9%	88.2%	87.3%
Teacher attendance rate	94.8%	Down from 96.0%	94.8%	94.9%
Average teacher salary	\$46,167	Up 3.0%	\$42,944	\$42,485
Prof. development days/teacher	12.8 days	Down from 14.5 days	13.3 days	13.3 days
School				
Principal's years at school	3.5	Up from 2.5	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 22.4 to 1	18.8 to 1	18.6 to 1
Prime instructional time	90.3%	Down from 91.1%	89.8%	89.7%
Dollars spent per pupil*	\$5,260	Down 9.0%	\$6,360	\$6,557
Percent of expenditures for teacher salaries*	69.5%	Up from 67.4%	64.1%	64.0%
Percent of expenditures for instruction*	73.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brook Glenn Elementary School exemplifies "a family" atmosphere that permeates every aspect of our community. The faculty and staff, in collaboration with parents and community members, share a vision that involves a commitment to academic excellence.

Using this vision as a guiding force, we believe it is our combined responsibility to provide the foundation for students to become life-long learners and successful, responsible, and productive members of society.

Goals and Objectives: In a safe and positive environment, using current curriculum, creative and varied instruction, and authentic and relevant assessment, students begin their educational journey with success and eager anticipation for their futures. The Brook Glenn staff strives for continuous improvement in instructional delivery and student performance. 2005 - 2006 priority goal for Brook Glenn Elementary was to continue to improve student performance in Mathematics, English /Language Arts, Science, and Social Studies as measured by PACT and to make science instruction more challenging for students.

Accomplishments: Brook Glenn's fifth grade students achieved beyond both the state and district averages on PACT Math, English/Language Arts, Science, and Social Studies. Third grade test results exceeded both the state and district averages on PACT Math and Science, while fourth grade PACT Social Studies scores exceeded both the state and district. Our School Report Card rating was Good. Brook Glenn met AYP for three consecutive years. Our academic success is fostered through a variety of school-wide activities such as the Accelerated Reader Program, Celebrity Readers, Artist in Residence, After-school Tutorial Program, and Science Fun Day. Our school promotes quality instruction through the following programs: ESOL, Guidance, Reading Specialist, Resource, Challenge, Speech, and Related Arts. Academic expectations are clearly defined through class syllabus, Curriculum Night, class websites, and weekly communications with parents. Additional strengths of the instructional program include Eastside High School Teacher Cadets, North Greenville College Teacher Induction students, and Furman University volunteers. We have a "highly qualified" staff as defined by the No Child Left Behind Act, with four National Board Certified Teachers, and a supportive PTA and SIC.

Plans for the future: We are proud of our progress and appreciative of the parents, business partnerships, and community volunteers that continue to support our program and efforts. Brook Glenn will continue to implement the Malcolm Baldrige criteria for performance excellence. We will continue to use data and research-based Best Practices for enhancing student achievement and make revisions to the curriculum. We plan to cultivate the unique potential of each child; provide excellent academic instruction; model respect, tolerance, cooperation; and demonstrate that learning is a lifelong process.

Robin Miller, SIC Chairperson
Bernice M. Jackson, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	58	40
Percent satisfied with learning environment	82.1%	89.5%	92.5%
Percent satisfied with social and physical environment	82.1%	96.6%	84.6%
Percent satisfied with school-home relations	55.6%	89.7%	84.2%

*Only students at the highest elementary school grade level at this school and their parents were included.